

# Personalized Teacher Development

Clarence Farrington Elementary School is Making it Happen!



**WE ARE** a neighborhood, IPS public elementary school serving 680 students in grades PreK-6<sup>th</sup> grade on the west side of Indianapolis.

**OUR STUDENTS & FAMILIES** Of our 680 students, we are 48% African-American and 47% Hispanic. About one-third of our students receive ESL services through inclusion within the classroom and approximately 14% of our students receive special education services.

**OUR TEACHERS** We have 29 classroom teachers, 5 special educators, 3 ESL teachers and 4 specials areas teachers.

**PROMISING PRACTICE** Within our building, teachers receive a personalized track for their growth and development. Staff receive weekly, biweekly or monthly coaching visits, all of which include a debriefing session either in person or via email. New teachers and teachers new to CFE are assigned to weekly support for the first 9 weeks before setting their own coaching goals for the remainder of the year. All other staff select their level of support over the summer. Every quarter, the coach meets with each teacher to determine if supports should change based on teacher need or student data. We add additional supports first year teachers that includes bi-weekly New Teacher Breakfasts and individual mentoring. Additionally, all staff are able to indicate and receive their preferred method for coaching; including in person debriefs, video coaching, peer visits, article reviews, etc.

**OUR STEPS** Pre-planning by the coach included a comprehensive plan for implementation, monitoring and evaluation. Teachers were trained in the new model over the summer and had the opportunity to select their track at that time. Teachers then met with the coach after the first quarter to evaluate the success of the coaching and determine if there were any changes necessary.

## IN OUR OWN WORDS

**Two teachers comment on the success of the model:**

*Drew: I really like how it allows for our coach to specifically target the areas that I am looking to improve the most in my instruction.*

*Weston: I appreciate the coaching supports because they allowed me to grow as a professional based on mutual goals that I determined in cooperation with the coach.*